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inside the character" while producing the various appeals are definite and clear, showing his wide experience in this kind of class work. In the second part is found a list of seven plays, six of which are one-act plays, while the other is a selection, quite complete in itself, from *Ulysses*. These plays were selected because of their suitability for this type of work, the subject-matter of each being adapted to the interests of high-school pupils, and the action required being simple in character. The plays are chosen from a wide enough field to meet the varying needs of the teacher, while specific suggestions are included which should prove beneficial to the instructor in the interpretation of the plays.

The book is a contribution to a comparatively new field, since most of the previous dramatic work in the high school has included plays which were either too long or which had rôles far beyond the power and maturity of the average pupil. In addition to theseactable plays, Mr. Knickerbocker gives a method of procedure in classroom interpretation which is suggestive and stimulating.

Social sciences in high schools and industrial classes.—The passage of the Smith-Hughes Act gave a great impetus to social and industrial education in the high schools and in the continuation schools. The movement for better civic and industrial training, however, has been seriously handicapped by the lack of definite courses of study of the practical, concrete type. The Vocational Association of the Middle West realized the urgent need for such courses of study and set a committee of its membership to work upon the problem. The latest report of this committee is set forth in the form of a monograph.¹

The monograph contains a detailed outline of a series of thirty-three lessons and a very complete bibliography of reading materials for each lesson in the series. The problem of the best method of presenting these lessons is discussed, and the different plans that are now being followed in different situations are described. Particular attention is given to the problem of method in the continuation schools. A sample lesson is given in some detail. The relation of social science to the whole course of study is given in a rather detailed analytical form. The outline of this analysis was prepared in the light of certain aims which are set forth very clearly in the introductory paragraph of that part of the report.

The specific aim of shopwork is to teach the correct use and care of the tools of a given trade; to impart knowledge of its materials and processes; to develop a reasonable degree of skill in the use of these tools and the performance of these processes; and to impart such knowledge as comes through the making and interpretation of drawings and specifications common to the trade. The aim of the related technical

¹ *Report of Committee on Teaching Social Science in High Schools and Industrial Classes*. "Monograph on Vocational Education," 1921 Series, No. 1. Vocational Education Association of the Middle West, L. W. Wahlstrom, Secretary, 1711 Estes Avenue, Chicago. Pp. 30.

instruction is to develop the ability to think more intelligently and more scientifically regarding the technical processes employed in the particular industry and to inculcate general industrial intelligence. The purpose of the so-called academic courses is intelligent citizenship and personal culture [p. 17].

The definiteness and concreteness of the subject-matter presented in this monograph will be of very great help to teachers of social science in all high schools and continuation schools. The discussion of the problem of method is illuminating, and the suggestions will prove stimulating and constructive. The discussion on the relation of the social-science courses to technical and academic subjects will be of value to administrators in working out the curricula and programs of their schools.

CURRENT PUBLICATIONS RECEIVED

GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

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